

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV134

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Sister Kathleen Lannak

Official School Name: St John the Evangelist School

School Mailing Address: 10201 Woodland Drive
Silver Spring, MD 20902-3851

County: Montgomery State School Code Number*: NA

Telephone: (301) 681-7656 E-mail: srkathleen@sjte.org

Fax: (301) 681-0745 Web site/URL: www.sjte.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Deacon Bert L'Homme PhD Superintendent e-mail: lhommeb@adw.org

District Name: Archdiocese of Washington District Phone: (301) 853-4515

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kim Cuddy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 32

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	13	28
K	9	7	16
1	8	11	19
2	11	14	25
3	12	11	23
4	11	5	16
5	10	12	22
6	14	6	20
7	16	12	28
8	18	13	31
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			228

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
12 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 0%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	1
(4)	Total number of students in the school as of October 1, 2011	237
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 19%

Total number of students who qualify: 8

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 24

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>8</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>6</u>
Total number	<u>18</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

St. John the Evangelist School (SJTE) is a parish Catholic school in the Archdiocese of Washington. Each student is welcomed, regardless of socio-economic, physical or academic background. The faculty recognizes and encourages the students to use their unique gifts in the service of others. As students progress through the school, they begin to understand and appreciate the contributions they can make to the school and parish community. Upon graduation, the students are well prepared academically and spiritually for the challenges ahead.

St. John the Evangelist School has an enrollment of 228 students in Junior Kindergarten through grade eight and is dedicated to integrating the Catholic faith with academic excellence.

On September 17, 1950, St. John the Evangelist School opened its doors for the first time. Seven Sisters of the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, from Scranton, Pennsylvania, were the first educators of the children. St. John the Evangelist School is fortunate to continue to have the presence of the IHM Sisters in the school. Since 1986 St. John the Evangelist School has been accredited by the Middle States Association of Colleges and Schools and is now accredited by the AdvancED Accreditation Commission. Through the hard work of parents, students, alumni, and parishioners, St. John the Evangelist School has accumulated more than \$1 million for its endowment fund within the past 15 years.

St. John the Evangelist School is a welcoming, caring community where the gospel message is proclaimed and lived in a conscious manner and practiced through a service-learning process. The sense of community and the importance of serving others identify the school. Beginning in pre-school, the faculty and staff consciously teach the students the importance of imitating Christ by serving others as He did. The service-learning projects are central to this teaching process and help develop and maintain a culture of respect for all life. Upper grade students mentor the primary grade students to enhance their service-learning. Service-learning opportunities include baking and making sandwiches for the homeless, food and clothing drives for the poor, adopting families at Christmas time, and an annual walk-a-thon for St. Joseph's House, a local organization that provides daily and weekend respite care for severely handicapped children. Many of the students also volunteer at St. Joseph's House outside of school. When asked what makes St. John the Evangelist School special, the predominant response is "the great community spirit."

Education is primarily the responsibility of parents. St. John the Evangelist School's intent is to assist the parents in this mission by helping children develop their potential and intellectual curiosity through a flexible and diversified curriculum. The teachers guide the children to see the uniqueness of themselves and others, and to celebrate the diversity in this school and the larger community. The faculty encourages students to recognize their responsibility to apply Catholic values to the problems of today's society and to reach out to those in need in their local and global communities. Finally, the teachers strive to give students a firm foundation so they can succeed in future challenges to serve others as Christ instructed all to do.

St. John the Evangelist School is noted for its excellent language arts program. St. John the Evangelist School includes over ninety minutes a day for the primary grades' reading, writing, spelling, grammar and phonics classes. A public speaking program is included for the upper grades.

St. John the Evangelist School has pioneered an exceptional inclusion program which has been used as a model for several schools that are developing their own inclusion programs. Two qualified resource teachers meet the needs of St. John's students with learning differences. In addition, teacher assistants collaborate with classroom teachers to meet the needs of the students.

St. John the Evangelist School offers its students many opportunities to develop their interests in other disciplines as well as additional academic assistance. An after-school homework skills program and private tutoring are available four days a week. Beginner and advanced bands are offered to students in grades four to eight. Art Horizons offers art classes once a week after school. The MATHCOUNTS Club, French Club, and a geography bee attract many students as well. The Catholic Youth Organization provides intramural and competitive sports activities for all ages. The Student Council gives students in grades four to eight an opportunity for leadership.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The performance levels for the CTB McGraw-Hill Company's TerraNova Third Edition and Second Edition, which the school used prior to 2008, are reported in the Group Performance Level Report for Reading, Language, Math, Science and Social Studies. Step 1 students are considered to have Partial Proficiency, Step 2—Progressing, Step 3—Nearing Proficiency, Step 4—Proficient, and Step 5—Advanced. Individual NCE scores of plus or minus eleven, which is statistically defined as significant progress or not, are used.

SJTE's administration and faculty studied the Group Performance Level Reports from 2002-2007 and determined the academic goal for Middle States reaccreditation in 2008. The faculty was concerned about the number of students on Step 1 in Math. The Assessment Summary Report indicated that math computation skills were low. SJTE teachers determined that the entire school needed to emphasize computation skills. The Teachscape Instructional Analysis tool was also used to provide teachers with further information regarding which students needed to be re-taught the skills (Step 1); which teaching strategies worked best for those on track; and how they could provide aligned enrichment-extended learning for those students who were advanced. The faculty adopted the academic goal that no students would be on Step 1 as measured by the TerraNova test. The faculty evaluated the goal for three years and noted that students did make progress. Even though some students, after three years, were still on Step 1, some progress was achieved. Growth was evident in the students' NCE scores over the same three year period.

B. SJTE administered the Second Edition of the CTB-McGraw Hill Company TerraNova InView tests and the TerraNova Complete Battery until the spring of 2009 when the Third Edition was adopted by the Archdiocese of Washington (ADW). The content of the newer edition in reading, language arts and mathematics assesses greater depths of knowledge overall and needs to be taken into consideration when comparing results from year to year. In 2012, the basic TerraNova Test was administered as the Archdiocese was changing over to a new testing program.

Until 2012, students in grades 2-8 took the TerraNova and InView tests. Grades 2, 3, 5, 6 and 8 took the TerraNova Complete Battery Plus test which measures achievement in reading, language arts, word analysis, vocabulary, language mechanics, spelling, mathematics, mathematics computation, science and social studies. Grades 4 and 7 were administered the TerraNova Multiple Assessments Plus test which includes all of the above subjects as well as constructed-response items answered by the students either in brief paragraphs or by drawing graphs. The InView test is a cognitive ability test and includes five subtests: sequences, analogies, quantitative reasoning, verbal-reasoning words, and verbal reasoning context.

Both TerraNova editions provided individual and group objective performance reports, content area description proficiencies, and norm-referenced information including national and local percentile scores. The InView test provided individual norm-referenced results from the five subsets and also provided total nonverbal and verbal scores and a cognitive skills index (CSI) which identified each student's overall cognitive ability in relation to other students of the same age nationally. This combination provided an anticipated achievement score matched with an actual obtained score.

Changing to the TerraNova 3 test in 2009 had both positive and negative impacts on math and reading scores. Positive increases in math and reading scores were seen in grades 3, 6 and 8. Grade 4 had a positive increase in reading and a slight drop in math scores. Grades 5 and 7 decreased in both math and reading scores.

Since using the TerraNova 3 tests, the trend has been that the math and reading scores have been consistently high. When examining those few scores which were not as high as expected, it was determined that the reason for the difference was that the scores of students identified by educational testing as Category 3 were included in the total class scores when they need not have been. In 2011 and 2012 these scores were not included, and while one score was just at the Blue Ribbon level, Grade 4 Math, the other scores were above the Blue Ribbon Award qualifying levels.

Another trend indicated by the scores is the strength of the reading program. Even when the scores of the Category 3 students were included in the total class scores, the reading scores remained consistently high. The math scores have fluctuated, leading teachers to recognize the need to improve math instruction in every grade. Strategies to improve math instruction include small group instruction, tutoring and multiple assessments. Teachers have set the goal that all students, including those with learning challenges, will demonstrate yearly growth as measured and compared by their NCE scores.

Three Down syndrome students and one severely learning-disabled student are tested through the public sector and do not participate in school sponsored testing.

Acceptances into highly competitive Catholic high schools and the academic scholarships the students receive when they graduate prove that the students receive an excellent education at St. John the Evangelist School.

2. Using Assessment Results:

Students in grades 2-8 are annually administered the CTB McGraw-Hill TerraNova standardized tests. Teachers and administrators review individual student and class test results in late spring. Subject area meetings are held the last week of the school year to discuss the test results noting individual gains as well as class gains and areas for improvement. Using standardized test results and teachers' recommendations, homogeneous math groups and heterogeneous reading groups are determined for the next school year.

A review of math scores showed a need to increase computation and problem solving instruction. Strategies to improve these skills include daily computation drills, using on-line computation practice games, mental math questions, and reviewing specific math facts weekly. Teachers have seen an increase in math computation scores. Math teachers implemented a school-wide four-step problem solving system that allows for daily practice and requires students to show their work. SJTE has seen an increase in problem solving TerraNova skills as a result of this added emphasis.

Due to the high TerraNova reading scores, language arts teachers agreed to continue the current successful program. While acknowledging that SJTE's language arts program is exemplary, teachers also evaluated the Language test results and determined that sentence structure, writing strategies and editing skills needed improvement. SJTE teachers use daily drills in analyzing and diagramming sentences to improve sentence structure and writing. Teachers agreed on which grade level was appropriate to teach and expand these skills. Teachers have noted progress in this area in the classroom and on standardized test results.

The SJTE Policy Book based on ADW policies is a publication explaining the mission, vision and policies of the school which every family receives at the beginning of the school year. The SJTE Policy Book states in part, that surveys have shown that when parents work hand in hand with the school in building positive relationships, and when parents are involved in school functions and in their child's education, there is a better chance for academic excellence. Teachers send home quarterly progress reports, meet with parents twice a year in formal parent/teacher conferences as well as whenever necessary during the school year, and use telephone calls, e-mails, and quarterly report cards to maintain effective communication with students and parents.

Results of the individual student's TerraNova tests are mailed to the parents and conferences with the parents, and at times with the students, are held for those requesting further clarification and understanding. The Pastor's Advisory Council, the School Advisory Board and the Home and School Association are formal vehicles for communicating the TerraNova test results and the results of the in-house Culture of Virtue survey which are also shared with teachers and students. Teachers, with the advice of the pastor and other parishioners, developed the Culture of Virtue survey to monitor student progress in preserving the school's Catholic identity.

Teachers use formative and summative assessments to determine if students have satisfactorily understood the standard taught. The Policy Book states that generally all test and quiz results should be seen by the parents. Students who receive a D or an F on a test or quiz are expected to correct their tests, have them signed by their parents and returned to the teacher as verification that parents are aware of the grade. Teachers contact the parents if these test or quiz papers are not returned corrected within two days and set up a conference if necessary.

A Homework Skills Program is offered after school four days a week for those students in grades 4-8 who wish to participate or who may be having difficulty completing their homework in a timely manner. Teachers assist students in developing organizational skills, in completing homework assignments or preparing for tests, and doing long-range projects. Teachers also tutor students who need extra help during and after school hours. The program is held for 24 weeks. All new students in grades 4-8 are encouraged to participate in the first session of this program so that teachers and parents make can sure that they adjust to SJTE's academic workload.

At SJTE students are expected to work to their highest capacity. To monitor this challenge the teachers use the S.T.A.R.T. (Start to Act Right Today) form when necessary to alert both parents and students of the need for the student to become better motivated and more accountable for his/her school responsibilities. These forms are mailed to the parents when necessary.

Students participate in the Good Counsel High School Math Contest and the MATHCOUNTS contest held at the University of Maryland. Students annually participate in writing contests sponsored by the Veterans of Foreign Wars and the Catholic Business Network. Students have won awards in all these contests with awards published in local newspapers, *The Parish Times*, and high school and university newspapers.

3. Sharing Lessons Learned:

The SJTE principal and faculty members presented the Service-Learning Reflection Program developed for reaccreditation in 2007 to an audience of approximately 200 teachers, administrators, ADW staff, students, and parents. SJTE service-learning projects include a reflection piece. The reflection piece of service-learning is what makes the service-learning different from service projects. Students need to reflect upon and evaluate the service performed in order for learning to occur. Reflection takes place in classroom discussions following the service followed by individual written thoughts or pictures in service-learning journals which are passed along from grade to grade.

A potential teacher from Kansas City read about one of SJTE's annual service-learning projects, a walk-a-thon for St. Joseph's House, on the school's website. Upon moving to this area, she chose to apply to be a math and religion teacher at St. John the Evangelist School because of the emphasis placed on the service-learning reflection program. She was subsequently hired for this position.

ADW teachers and principals share information about programs through the various school websites, newspapers, county meetings, and at Archdiocesan meetings. County and Archdiocesan meetings provide opportunities for teachers and staff to discuss problems, solutions, successes and new ideas with each

other face to face. At a meeting conducted by the ADW's Director for Special Education, SJTE's resource teachers shared the collaborative model used at SJTE with the other resource teachers. This model includes the resource teachers, principal, classroom teachers, teacher assistants, and parents working as a team to determine how to best carry out the goals and objectives that have been established for each student.

Preserving St. John the Evangelist School's Catholic identity is very important. Part of this identity is the care and concern students show for each other. To keep a pulse on how well this is working, the pastor, principal, teachers, school parents and parishioners developed a Culture of Virtue Survey. This survey, given semi-annually in grades 4-8, questions students about the care and concern shown to them as they relate to others. The administration shares the survey results with students, teachers, the School Advisory Board and the Home and School Association. This survey is evaluated and updated on a regular basis.

4. Engaging Families and Communities:

As part of the new AdvancED accreditation adopted by the Archdiocese of Washington in 2012, St. John the Evangelist School surveyed its teachers, staff, parents and students with regard to the five standards of excellence: purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement. Using the results of these surveys, teachers and the School Advisory Board (SAB) are developing strategies, monitored by the SAB and the Archdiocese, to continue improving the school.

The atmosphere of SJTE is that students want to learn. Students challenge themselves to be the best they can be in all subject areas. This is due to the parents who want the best for their children, to teachers who challenge them each day in every subject, and to good communication that keeps everyone informed about the school and especially the students' progress.

The leadership role that SJTE has taken to ensure that students with academic challenges are provided the best education possible makes all involved proud. When a parent of a learning-challenged student saw that students in the resource program were receiving instruction in the school library, the parents offered to build a resource room for these children. The room was built by their masonry company, the roof was donated by another company, and the electrical system was installed by still another company. The room was completely furnished with donations from school parents, the Knights of Columbus and the Catholic Business Network. The Catholic Coalition for Special Education (CCSE) donated over \$37,000 over three years for resource teachers' salaries. This coalition produced a video of the program and uses it as a marketing tool to show others how one school improved the special education program. Over \$20,000 has come from other sources over the years which was also used for resource teachers' salaries. The Knights of Columbus and the Catholic Business Network have awarded grants to the resource program to purchase an assistive technology reading program and other software.

Students who have graduated from this resource program have found success in high schools due to the strong academic foundation they have received at St. John the Evangelist School.

An outgrowth of this program is that teachers and teacher assistants were inspired to take additional courses that focused on students' academic challenges.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

St. John the Evangelist School adheres to the curriculum standards provided by the Archdiocese of Washington in all subject areas. Instruction is differentiated so that all students have the opportunity to learn subject matter to the best of their abilities.

Religion is Christ-centered, helping students to know, love and worship Jesus Christ. Liturgical and para-liturgical opportunities are available throughout the year and paralleled with the course of study and the church year cycle. A service-learning process encourages students to perform works of charity and justice throughout their lives.

Reading/Language Arts—Special strengths of the reading program include a sequentially-planned curriculum with a rich literary program. Kindergarten through grade five teachers instruct students using the whole language approach by integrating reading, phonics, spelling, grammar and writing skills. Students in grades six through eight study a formal literature program.

Mathematics—Emphasis is placed on math facts, computation, application and higher level thinking skills. Homogenous groupings allow for small class sizes and the opportunity to encourage and challenge individual students. Algebra is offered to those who have completed the elementary mathematics course of study.

Science—In science classes students work to learn the truth about the world as God created it. The integration of Catholic identity in science class is emphasized throughout the year. Students learn content and how to integrate the content into their lives with respect to their faith. Students learn that they are responsible for their own actions in relation to the environment and the call to help others.

The social studies curriculum includes studying local communities, government, geography, Maryland history, world and American history. Using teacher presentations, textbooks, library and media resources and field trips, students are expected to master factual information and concepts. Analytical, research, study, and map skills are stressed in grades 4-8 along with reading and writing skills.

St. John the Evangelist School is in compliance with the program's foreign language requirements. Spanish is taught in small groups to grades Jr. K–8. Primary grades are taught basic Spanish skills emphasizing vocabulary, speaking, reading and writing. Classes in conversational Spanish are taught twice weekly to grades 5-8. Due to the high expectations of this program, several students test out of Spanish 1 in high school.

Music is an integral part of the total school curriculum. ADW music standards for each grade level are taught. Church liturgical music and music appreciation are also taught. Two public concerts are held each year to provide opportunities for the students to showcase their musical talents. The school also has an instrumental band program for students in grades 4-8.

The physical education program is structured so that every child feels accepted and safe in a health and fitness learning environment. Classes focus on skill development in the psychomotor, cognitive and affective domains, and the concepts of teamwork and sportsmanship. Students are instructed in various age-appropriate health units covering topics such as alcohol, tobacco and drug use, nutrition, mental health and first aid.

In grades 4-8, a part-time art teacher teaches art. In grades 1-3, volunteer parents teach art on a weekly basis. The students are taught the ADW art standards using various art mediums. Students share their art

skills and talents with sick children, veterans, nursing homes, homeless shelters and the community.

Integration of technology takes place across the curriculum with formal computer classes being taught in grades 1-6 in two computer centers. The technology curriculum focuses on the integration of computer skills with classroom subjects, and all grades have access to the computer centers throughout the school day. High-speed internet access is provided in a safe, supervised setting.

2. Reading/English:

St. John the Evangelist School adheres to the reading curriculum standards provided by the Archdiocese of Washington. Special strengths of the reading program include a sequentially-planned curriculum with a rich literary program. The average student to teacher ratio is fifteen to one. Teachers and teacher assistants work together to instruct all of the students. Resource teachers instruct small groups of students who have special learning needs. A part-time reading teacher instructs students in smaller groups in the primary grades which allows for more individualized instruction. Four full-time teacher assistants assist reading teachers. Reading is taught using a variety of methods sensitive to the needs of the students.

Kindergarten through grade five teachers instruct students using the whole language approach which has proven the best for student learning at SJTE. This reading program integrates reading, phonics, spelling, grammar and writing skills. Beginning in grade 3 additional grammar instruction is provided. A phonics program begins in kindergarten and continues through grade three. Reading lessons include children's literature combined with comprehension, vocabulary, and study skills instruction. The spelling, phonics, and writing programs correlate with the reading program units. High achieving students are challenged with more in-depth materials and activities such as book clubs and reading more challenging books from the library which expand the standards being taught.

Students in grades six, seven, and eight begin a formal literature program which exposes the students to an array of authors from the classics to the present. Class discussions and reports teach students to think critically. Library resources enable the students to discover further areas of interest, to listen to new literature, and to explore these interests via supervised internet access.

In addition to teaching students already identified as having learning differences, the resource teachers work with those students recognized by the classroom teacher as having difficulty reading, but as not having been identified with specific learning disabilities. Resource teachers can then evaluate students to determine if professional educational testing is needed. In some instances, students who do not have identified disabilities stay in the resource program because of the need for small group instruction.

3. Mathematics:

St. John the Evangelist School's mathematics program is designed to challenge each student to reach his or her highest potential. SJTE strives to ensure that all students will perform at proficient or advanced levels in math computation and problem solving on the TerraNova tests. Following the ADW curriculum standards emphasis is placed on math facts, computation, application and higher level thinking skills. Homogenous groupings allow for small class sizes and the opportunity to encourage and challenge individual students. Students move in and out of these groupings as necessary. Textbooks are chosen that challenge the students and meet the curriculum standards.

In order to engage varied ability levels and learning styles, teachers use a variety of presentations, cross-disciplinary applications and assessments. Many lessons are presented using manipulatives, such as number lines, fraction bars, number cubes, games and technology, such as computers, scientific or graphing calculators and interactive white boards. Teachers use a four-step problem solving plan and school-wide common vocabulary to consistently reinforce and improve skills from year to year.

Formative assessment methods include traditional tests, whiteboard demonstrations, daily homework checks, notebooks, and hands-on projects. In order to achieve computational mastery, classes have daily warm-up drills, mental math problems and a review of previously learned skills.

Small classes are provided for students performing below grade level. Students receive individualized instruction and attention to meet each student's needs. Teacher assistants in the classroom lower student/teacher ratios and provide additional support to students with identified accommodations.

To accelerate the minds of gifted students, algebra is offered to those who have completed the elementary mathematics course of study. As an extracurricular activity, St. John the Evangelist School offers a MATHCOUNTS math club for seventh and eighth grade students looking to enhance problem solving skills. Highly-motivated students are given the opportunity to participate in both in-school and regional math contests. All families with children in grades K-8 are invited to participate in Family Math Night, where parents and children work together on leveled activities for each of the core math standards. To continue the emphasis on the importance of keeping up math skills, students receive math packets to work on during the summer months.

The faculty is dedicated to improving number awareness, computational skills and problem solving skills to help students achieve their highest potential. Because of the firm foundation in mathematics that students receive at St. John the Evangelist School, some graduates test out of freshman math courses.

4. Additional Curriculum Area:

St. John the Evangelist School's mission is to integrate Catholic philosophy with academics. Teachers strive to integrate the Catholic perspective into every subject area. In science classes students and teachers work to learn the truth about the world as God created it. The integration of Catholic identity in science class is emphasized throughout the year as various topics are covered.

Grade seven students are taught what the different types of stem cells are and what they are used for as well as the Catholic perspective on the use of stem cells. The students research the origin of stem cells and specialized cells in the human body. Then students discover what types of diseases scientists hope to cure by using stem cells. At St. John the Evangelist School, the students discuss the moral implications of using certain types of stem cells. A local Catholic scientist who has worked in a laboratory with adult stem cells comes to talk to the students about her work. She discusses what it means to bring your faith into the work you do. Students then make presentations of what they have learned to the class.

Another example of integrating Catholic philosophy into science is the study of the earth's resources in sixth grade. Students learn how these resources are distributed on earth and discuss their own role as stewards of these resources. From minerals to water to food, St. John's students learn that they need to do their best to take care of the earth and the people living here.

Science education offers a wonderful opportunity for students to reach out to the community. In the seventh grade, students study the local stream and participate in World Water Monitoring Day. Students discuss ways they can better the quality of the creek's water. After global disasters, students also study the science behind the disaster as well as raise money for relief work in those areas.

St. John the Evangelist School is a place where students can not only learn content but also how to use that content and integrate it into their lives with respect to their faith. Students learn that they are responsible for their own actions in relation to the environment and the call to help others.

5. Instructional Methods:

Many methods of differentiated instruction are used by St. John the Evangelist School teachers who adhere to Archdiocesan academic standards while striving to teach every student. The methods utilized are determined by the ages, abilities and needs of the students. Teachers consider different student learning styles and employ differentiated instructional methods including lecture, small group instruction, use of manipulatives and guided reading to enhance learning opportunities.

Acknowledging that brain research has proven that girls learn better verbally, auditorily, and visually, and that boys learn more effectively tactically and with movement, classes in science and social studies in grade eight are separated by sex. Single sex teaching allows teachers to teach to the students' strengths.

SJTE's nationally recognized resource program implements Individualized Education Plans that have been developed as a result of specialized county testing programs for qualified students. These plans adapted for each student by the resource team include options to have tests read orally, to have instruction, assessments and homework modified, and to provide scribes for tests.

At the beginning of every school year and on a regular basis throughout the school year, resource teachers meet with classroom teachers to review student educational plans and discuss the best ways to teach these students based on testing, learning styles and classroom performance. Classroom teachers are given specific lists of accommodations for the students, and the resource teachers are available throughout the school year to assist teachers with these students and others who may be experiencing challenges in the classroom.

Each spring, teachers meet to determine what needs the upcoming classes have based on standardized test results and teacher recommendations. A conscious decision is made in the math program to group students by their ability so that the high achieving students will be able to complete a freshman algebra class before graduating. In all other subjects, the students are grouped heterogeneously. Teachers use scaffolding techniques to ensure that everyone works together to reach the standard being taught. High achieving students are challenged to become more independent learners, to learn more in depth and to share their knowledge with their classmates. Questioning techniques using Bloom's taxonomy are incorporated in all classes.

Various forms of technology are utilized to help students advance in their learning. These methods include the use of the Discovery Channel's on-line video programs, virtual field trips, the Kurzweil assistive technology program, interactive white boards, on-line textbooks, interactive games, subject reviews and educational videos.

6. Professional Development:

St. John the Evangelist School and the Archdiocese of Washington believe that faculty members must stay current with educational research and maintain their teaching certifications. Teachers meet individually with the principal at the beginning of each school year to review their professional plan for the year and again at the end of the year to evaluate their progress. Personnel from the Archdiocesan Catholic Schools Office meet with the principal and teachers each year to review teachers' professional development plans as well.

In 2010 the Archdiocese of Washington updated curriculum standards for all subjects in all grades. In-service trainings were held for principals and teachers to assist in implementing these standards. Because teachers are now more comfortable with the standards and assessing each standard being taught, they have become more effective teachers. Posting the daily objectives for specific standards also helps students be more centered on the purpose of the lesson.

The administration provides in-services and educational opportunities for the faculty on a monthly basis. The school's technology plan provides for quarterly in-services in technology training. Topics include

instruction on how to integrate technology into the curriculum, the use of various Microsoft Office applications, and the use of new technology such as interactive white boards and assistive technology programs which help students better understand what they read as they listen.

Time is set aside at monthly faculty meetings for teachers to meet and share what they have learned at various seminars and classes. For example, teachers participated in an all-day seminar about students with learning challenges and returned excited and eager to try new strategies on how to reach and teach these students.

The Archdiocese of Washington holds regular meetings for resource teachers and provides informational sessions throughout the year in various subject areas such as differentiated learning and how to interpret standardized test results. One particular in-service on the latest findings in brain research related to learning provided the faculty with new insights on how to differentiate instruction.

The Archdiocese is also very helpful in alerting the faculty of many opportunities to further their educational pursuits. Local and state grants as well as tuition assistance from the SJTE administration are available to cover some, if not all, of the cost of advanced coursework for teachers.

Teachers are encouraged to read professional journals and to also join professional associations to keep abreast of educational trends in their specific subject areas.

7. School Leadership:

The principal encourages students to take personal responsibility for their education and actions placing strong emphasis on students' striving to do their best. For over 30 years, the principal has asked everyone this question at the end of the day: "Was St. John the Evangelist School a better place because you were here today?"

The principal delegates responsibilities so that all teachers are involved in major decisions of the school; letting them know that every person is a crucial piece of a stronger, dedicated whole. The principal also gives teachers academic freedom to creatively meet curriculum goals by encouraging them to differentiate instruction and vary assessment.

The principal welcomes students of all abilities to the school. When parents of the parish with a child with Down syndrome wanted to enroll their child in the school, the principal made every effort to ensure that a program was in place to educate this child. The principal is also willing to give students who may have difficulty being successful in another school a second chance to prove their abilities at SJTE.

The administrative team at SJTE is composed of the pastor and principal. The administrative team is in regular communication with the School Advisory Board (SAB) which meets monthly and is the main policy-making body of the school. The SAB also receives input from the Home and School Association (HSA) which meets three times a year. The SAB receives further input from the school's Finance Committee and the Pastor's Advisory Council which represents the parish at-large. The administrative team coordinates all efforts to assure that the school remains on a solid financial basis and that tuition remains affordable for the parents.

At the first HSA meeting, parents are challenged to become SJTE stakeholders by becoming involved in school policies, service hours to the school, fundraising and social events. The principal also hosts breakfast meetings with various grade level parents to discuss child protection policies, lunch and recess duty, homework and computer use. At the last HSA meeting of the year, the faculty and staff formally thank the parents for their cooperation. The parents evaluate the year's events and elect new officers.

The principal fosters unity in the student body while maintaining discipline through personal accountability. The principal emanates a sense of deep care for every student and faculty and staff member and makes sure that "St. John the Evangelist School was a better place because we were all here today."

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>
6th	7th	8th	9th	10th	11th
<u>\$6900</u>	<u>\$6900</u>	<u>\$6900</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$7365

5. What is the average financial aid per student? \$1428

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
16%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 95%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	85	69	83	75
Number of students tested	18	21	21	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	87	67	80	79
Number of students tested	18	21	21	20	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	67	73	69	75	77
Number of students tested	21	17	22	27	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	73	76	80	73
Number of students tested	21	17	22	27	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	75	68	65	68
Number of students tested	20	24	27	19	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	76	76	67	75
Number of students tested	20	24	27	19	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTW McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	68	62	76	56
Number of students tested	28	30	17	20	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	75	78	75	59
Number of students tested	28	30	17	20	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	84	83	67	82
Number of students tested	30	20	20	19	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	83	81	70	83
Number of students tested	30	20	20	19	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	86	59	75	72
Number of students tested	23	21	20	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova

Edition/Publication Year: 3rd Edition 2008 Publisher: CTB McGraw Hill Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	79	60	75	77
Number of students tested	23	21	20	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
TerraNova 2nd Edition given in 2007-2008					

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